DOCUMENT RESUME

ED 223 998 CS 006 927

AUTHOR Webster, Lois P.
TITLE Dick and Jane with a New Twist.
PUB DATE Mar 82
NOTE 33p.; Paper presented at the Annual Meeting of the Indiana State Conference of the International Reading Association (Indianapolis, IN, March 25-27, 1982).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adults; *Beginning Reading; *Childrens Literature; Reading Interests; *Reading Material Selection; Reading Skills; *Recreational Reading; Self Esteem; Student Motivation; *Supplementary Reading Materials; Teaching Methods

ABSTRACT

A survey of 125 children's books revealed 45 that were potentially suitable as easy leisure reading materials for adults. This indicates that a vast store of children's books are available that are both suitable and readable for adult new readers. Children's books enhance new adult readers' self-esteem by enabling them to read not only to themselves, but also to their children or grandchildren. Adult basic education teachers can be alerted to books that seem desirable by browsing through journals that give reviews covering such items as content, ethnic orientation, subject matter, readability level, print, pictures, and format. As books are found, the following information should be recorded in a permanent card file: the title, length of the book, publisher, copyright date, the difficulty of the book, for whom it would be a good book, special subject matter, and an annotation. Two factors are important in using children's books: making a good match between the reader and the book, and being prepared by keeping an ongoing card file with information on each book. To implement the use of children's books in an adult basic education class, the teacher should (1) provide a listener for the reader, (2) have materials readily available, (3) provide class trips to the library, (4) advertise or make the books known to the adults, (5) record the books on tapes for "read along" purposes, and (6) recognize books built around particular reading skills. (Appendixes include publishers of children's books, the Fry Readability Graph, and an annotated bibliography of children's books suitable for adults.) (HOD)

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DICK AND JANE WITH A NEW TWIST

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Paper Presented at the Annual Meeting
Indiana State Conference
International Reading Association
Indianapolis, Indnana

March 25-27, 1982

CS 206927

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DICK AND JANE WITH A NEW TWIST

Introduction

What does one do when the reading material that is needed for reading students is unavailable? The answer: go where the reading material is. We in Adult Basic Education (ABE) often resort to the newspaper, labels on bottles and boxes, "how to" manuals, etc. These are fine for "functional" reading skills. But what about leisure reading materials—just reading for fun? There are a lot of reading materials for adults reading above third grade level, but few below that. If the adult new reader is going to meet success as a reader, there must be available leisure reading materials.

Recently in looking through some children's books for a birthday gift for a small boy, and at a time when I was frustrated with a lack of leisure reading materials for adult new readers, I happened to chance upon a little book with a readability level of about first grade. It was a book about trucks. The print was clear and straightforward; the pictures and the narrative were not childish; and a reader could learn from it. Immediately "Joe," a twenty-five-year-old in my ABE reading class, came to mind. Joe, who was reading between first and second grade level according to the results of an Informal Reading Inventory, wanted to be a truck driver. I purchased the book, took it with me to class the next day, and was pleasantly surprised at Joe's response to it: he was delighted! It was a subject Joe was highly interested in and, because he had been interested in

trucks for so long, he already knew some of the words that described trucks and quickly learned the rest. I suggested that he take it home with him and read it to his four-year-old son, which he did; Joe, for the first time, "read" a book to his child!

This started a whole new trend with ABE students in our beginning reading class and inaugurated a research project into children's books for adults.

The purpose of the research was to locate among children's books easy leisure reading materials for adults to read for their own pleasure but also for them to read to children. The books had to be of interest to adults, could not be childish or contain anything that would detract from an adult's reading them, and had to be between first grade and third grade reading levels.

Approximately 125 books that looked like possibilities were located through reviews and descriptions in journals. Each book was examined on the basis of the general appearance of the book, the type and size of print, colors used, the difficulty of the book, whether the book was of interest to children or to adults, the age range of the reader, the desirability of the graphics, ethnic orientation, and whether the book was of general or specific use.

Of the 125 books surveyed, forty-five (36 percent) were found to be very useful for adults to read, and several others were noted as useful for adults to read to children. The result of this study indicates that there are available for the taking a vast store of children's books which are both suitable and readable for adult new readers. The gap in the availability of low-level high-interest books

for adult new readers can be filled with children's books.

Why Children's Books for Adults?

Lack of Books at Grade Level 1.0-3.0

It is a very common complaint among ABE instructors that there are so few materials available for the adult learner reading at grade levels 1.0 to 3.0 Most commercially prepared leisure reading materials begin at 2.5 or so. About all that is available for adult new readers to read are the workbooks provided with learning materials, and they have little in them that could be called interesting or meaningful. The use of leisure reading materials is extremely important, especially with beginning readers—"practice makes perfect!"

ABE Beginning Readers Want "Books" to "Read"

Adults need and want leisure reading materials. ABE teachers often hear their students say "Can you give me a 'book' to read?" "When do I get a 'book' to read?" To these students, "reading" seems to mean "being able to read from a book." A commercially printed book which the adult can read seems to verify to that adult that he/she is a "reader."

Motivational Factor—Self-concept

There is a very important motivational factor in the "why" of children's books for adults, and that is the adult's self-esteem as a reader. The adult who reads very poorly often has a very low self-esteem as a reader; he/she tries to hide the fact from friends, relatives, co-workers (Newman:1980,6-8; Bowren and Zintz:1977,33-51),

and most of all from his or her children who often read better than the parent even at first grade. If the adult can learn to read a child's book and read the book to his/her own child or grandchild, then this will present the parent/grandparent as a "reader," not only to the child, but more importantly, to the adult himself/herself, thus improving his/her self-esteem as a reader. This has another important affect: it is important that children see their parents and other adults in the home as readers; this seems to produce better readers among children (Harris and Sipay:1975,306,549).

The whole vast supply of children's books gives the adult a reason to go to the library. The adult should be encouraged to obtain and use a library card. The whole purpose is to get adults to read!

Finding and Choosing Children's Books for Adults

Finding Them

The best way to find children's books is to go frequently where children's books are and examine them. This can be done at public libraries, college and university libraries, bookstores that sell children's books, and professional reading conferences where there are vendor displays. The books to look for are those for children to read to themselves and not those for someone to read to them. The latter are usually of a much higher readability level.

Other ways of discovering children's books is through information printed about them. Catalogs, obtainable from vendors (see APPENDIX A for a listing of vendors of children's books) who sell

children's books, contain information such as for whom the book is intended, what it is about, its length, graphics, and the emphasis of the book if there is one (such as sports, ethnic orientation, etc.).

Another way to find out about children's books is through the following journals and others like them: The Reading Teacher, Language Arts (since 1975), Elementary English (prior to 1975), Wilson Library Bulletin, Young Children, School Library Journal, Art Teacher, Childhood Education, Early Years, The New York Times Education Supplement, Instructor, Teacher, Learning, and Today's Education. These journals give reviews which cover such items as content, ethnic orientation, subject matter, readability level, print, pictures, and format. There are also articles which list books under specific subject categories. The International Reading Association publishes an annual annotated bibliography which reflects the actual choices of more than ten thousand children. Single copies may be obtained free by writing to the publisher (International Reading Association:1982). Through the above means ABE teachers can be alerted to books that seem desirable. Children's books for adults, however, should not be recommended for use for an adult without careful examination of the book first.

As books are found, the following information should be recorded in a permanent card file: the title, length of the book, publisher, copyright date, the difficulty of the book, for whom it would be a good book, special subject matter, and an annotation (such as in the bibliography which follows in APPENDIX C).

Choosing Books

Keep in mind the following as books are examined.

Readability of the book. Are the size and style of print appropriate for adults? Many ABE students need larger print due to visual acuity problems. Sometimes in children's books, the print is a different color other than black and often on a colored background; the print may even be in a variety of colors. The style of the print is important also; fancy print style is often confusing to beginning readers. The important point here is that the print style should be clear and straightforward.

What is the difficulty of the book? A readability estimate of a book may be obtained by using the Fry Readability Graph (Fry:1968) or other accepted formula (see APPENDIX B). It must be remembered that the result of using a graph or a formula for estimating readability is only an estimate of the difficulty of the print material and cannot be taken as exact. There are many factors to be taken into consideration. For example, an adult beginning reader can often handle in reading material longer sentences and more grammatically complex sentences than can the child. The instructor must be the judge of whether the adult student can read it.

Content. Is the book of interest to adults or only to be read to children? What is the subject of the book? Is there a special emphasis (such as sports, family problems, etc.)? Does the book have bibliotherapy use and how? Does it have an ethnic orientation? On the other hand, does it tend to emphasize a particular socio-econimic group? Does the book emphasis a particular reading skill (see page 13

for examples)?

Age range. What is the age range for which the book is intended by the publisher? What do you, the surveyor, think is the appropriate age reader for this book?

Pictures. Are they meaningful? Do they contribute to the content or are they just for decoration? Are the pictures childish? Are there a lot of adults in the pictures (if intended for adults)? Is the quality of the pictures good? Are the colors pleasing? Make a note of the colors which are used. Is the book attractive?

Ethnic orientation. What ethnic group is the book written for? Would there be anything offensive to that group (if in doubt about this, have a member of that ethnic group assess the book)? Is the book true to the ethnicity portrayed? If written in Black dialect, is it correct or only contrived?

General use. Is the book of general use without being slanted toward an ethnic group? Is it of more interest to women than men? Does it contain sexist stereotypes that the reader might be offended by?

Quality. Over all, does the book have quality as much as can be ascertained?

Does the book reflect white middle-class values? Keep in mind that many ABE students are not representatives of white middle-class values.

Using Children's Books

Two factors are important in using children's books: knowing the reader and keeping ahead: the most important of which is the first—knowing the reader.

Know the Reader

The most important factor in using children's books with adults is making a good match between the reader and the book.

An Informal Interest Inventory (III) can reveal a lot about the adult reader (Newman:1980,19-20,99; Hutchinson:1978): what are his/her hobbies, interests, job interests (present and future)? What kinds of subjects does he/she like (or dislike)? Listen to students talk; they will indicate what they are interested in that the III did not reveal.

What is known about the student personally? Is this person a native of the area where the ABE center is located or has he/she come from another part of the country (or even from another country)? What is the reader's age? Are there children or grandchildren or is there a child that is a friend of the adult student that he or she is particularly fond of? Has the adult student traveled? Where? Is there a language problem, either dialect or a different native language? Does he/she have problems with visual acuity? Will the adult be offended if he/she knows the book is a child's book? All of these factors provide information for reading interest.

In sizing up the adult student's attitudes, find out if he/she likes jokes or is serious all of the time. How is his/her sense of

humor? Children's books abound in books on humor. Is this adult student an independent or dependent person, willing to take a risk and take the initiative?

How can the motivation be provided (or what are the motivational factors) to get the adult student to read? What are the motivational factors already present that can be used?

And last, but not least, his/her independent, instructional, and frustration reading levels (Harris and Sipay:173-4) must be known and what skill needs he/she has. An Informal Reading Inventory (IRI) (Newman:22-26,55) can give these reading levels. Leisure reading materials are usually assigned on the independent reading level. The frustration level is avoided.

Once the answer to all these questions (and others) are known and an adequate card file is kept up to date, then the match between book and reader can be complete. These questions apply as well to providing reading materials for the more capable readers, i.e., adult readers that read at a higher reading level. There are many good young adult books that can be used with this latter level.

Be Prepared

The second factor in using children's books with adults is being ready with the information when it is needed: be prepared by keeping an on-going card file with information on each book such as is in the bibliography following (APPENDIX C). Make two cards for each book: one card for filing by subject and one by title. Always be in the know and have information on books at your fingertips. The use of the card file is for the following purposes:

1. To advise the ABE student about books for his/her own child or grandchild (e.g., "I want to buy my little boy a book for his birthday; do you know of one on baseball?");

2. For the adult to read to children on various topics (e.g., "My little boy is always wanting me to read to him; is there a good book for a five-year-old on baseball?");

3. For adults to read themselves for their own interest and growth; and

4. To fulfill a bibliotherapy need for the adult or child (e.g., Beim's Andy and the School Bus; Ets' Bad Boy, Good Boy; Farber's How Does it Feel to be Old?, etc.).

Implementation

Implementation should proceed cautiously. Some adults might be offended by the use of children's books if they know it; some ABE directors would be against using anything meant for children. If one gets past these two hurdles, then the following are suggestions for implementation.

Provide a Listener for the Reader

Providing someone for an ABE student to read to is valuable. Reading to someone gives him/her a feeling of success when it is something that he/she can read. Is there an available group of children that can be read to? For example, often ABE programs meet in a public school building which houses an elementary program; could arrangements be made for the first grade or kindergarten teachers to have a reading session when the adult students might read to the children?

Or perhaps there is a pre-school where some of the adults could go and read to the children or the children could be brought to the ABE center.

Have Materials Ready on Hand

There are many good poetry books among children's books; selected poems can be xeroxed (giving full credit) and laminated for permanent file copies for adults to read. Selected short stories can also be xeroxed and laminated for classroom use.

Go to the Library

Class trips to the library can get adults started reading; they should be encouraged to obtain library cards and learn how to select books for themselves as well as for their own children. The adults should be encouraged to bring their children to the library and get cards for them; again, the child, here, sees the adult as a "reader."

Advertising the Books

Making books known to adult students can be done in a variety of ways.

Posters. A simple eye-catching bulletin board item either created by the teacher or by students can raise student awareness.

Read to them. The instructor selects particulary interesting books and reads important selections from them to the adult students. Adult students should be read to in class just as children in elementary school are read to. These can be books for children or for the adults

to read for their own pleasure. This can be done for specific reasons such as to get some particular student involved, to get the whole class involved, etc.

Make recordings. Books can be recorded on cassette tape for a "read along" purpose or for students to become interested in getting the books to read. In the former case, the entire book is recorded and the students read along. This is particularly good for the student having difficulty learning to read or who is unassured about reading independently.

Bring books to class. Many ABE students will be too insecure to go to the library and get books and/or cannot afford to purchase them. Having them readily available in the classroom is a sure way of getting students started reading. Sometimes sample copies of books can be procured from the publisher for the asking. Often, also, at professional teachers' conferences children's books can be purchased at a good discount; they are also often given away at the close of conferences.

The students themselves. The best salesman for a product is a satisfied customer. Adult students who have read specific books, or read them to someone, can often "sell" a book to other students who would otherwise be uninterested. Oral reports would accomplish this; students creating posters or book jackets can help spark an interest among other students; or some students, through language experience stories, can project the image of a book for other students to read.

To Emphasize Reading Skill Needs

Many children's books are built around a particular reading skill, either word attack skills or comprehension skills. Having ABE students with specific skill needs practice in that area in a "real reading setting," such as leisure reading materials, has a very positive affect. Books of interest to these students might be assigned without pointing out to the student the "why" of the assignment; it would be a nonconscious pursuit for the student. Examples of these books are as follows: Bears in the Night by Stan and Jan Berenstein uses a lot of prepositional phrases and would be good for English as a Second Language students; Polly Cameron's book, A Child's Book of Nonsense, uses a lot of consonant-vowel patterns in words; The Very Little Girl by Phyllis Krasilovsky makes good use of comparatives.

These are only a few suggestions for successfully implementing this strategy. Adult readers who meet "success" in their reading are likely to become "readers," both in their own minds and in reality.

Summary

Using children's books for the adult new reader is another strategy from among many of motivating the adult to read, providing him/her with much needed reading materials at a low readability level, and providing the ABE instructor with another important teaching-learning resource. It is a valuable but much overlooked source for ABE materials, but one that is available in great abundance.

REFERENCES

Bowren, Fay F. and Miles V. Zintz. Teaching Reading in Adult Basic Education. Dubuque, Iowa: William C. Brown Company Publishers, 1977.

Fry, Edward A. "A Readability Formula that Saves Time." Journal of Reading, 2 (April 1968), 513-516.

Harris, Albert J. and Edward R. Sipay. How to Increase Reading Ability. New York: Longman, 1975.

Hutchinson, L. F. "Relationship between Expressed Interests and Reading Achievement in Functionally Illiterate Adults." Reading Improvement, 15 (Fall 1978), 203-207.

International Reading Association. "Children's Choices." Eighth Annual Booklist. Newark, Dela: International Reading Association, 1982.

Newman, Anabel P. Adult Basic Education: Reading. Boston: Allyn and Bacon, Inc., 1980.

APPENDIX A

PARTIAL LIST OF PUBLISHERS OF CHILDREN'S BOOKS*

Addison-Wesley Publishing Co., Inc.
Reading, MASS 01867

Akpaku Books, The Third Press
1995 Broadway
New York, NY 10023

Albert Whitman and Co.
560 W. Lake St.
Chicago, ILL 60606

Anchorage Press
P.O. Box 8067
New Orleans, LA 70182

Atheneum Publishers
597 5th Ave.
New York, NY 19917

Avon Books
959 8th Ave.
New York, NY 10019

Charles Scribner's Sons
597 5th Ave.
New York, NY 10017

Children's Book Co., Inc.
67 Irving Place
New York, NY 10003

Children's Press
1224 W. Van Buren St.
Chicago, ILL 60607

Coward-McCann, Inc.
200 Madison Ave.
New York, NY 10016

David McKay Co., Inc.
2 Park Ave.
New York, NY 10016

Dial Press
1 Dag Mammarskjold Plaza
245 E. 47th St.
New York, NY 10017

Doubleday and Co., Inc.
245 Park Ave.
New York, NY 10017

Elsevier-Dutton Publishing Co., Inc.
2 Park Ave.
New York, NY 10016

Farrar, Straus, & Giroux, Inc.
19 Union Sq., W
New York, NY 10003

Follett Publishing Co.
1910 W. Washington Blvd.
Chicago, ILL 60607

Four Winds Press
50 W. 44th St.
New York, NY 10036

Franklin Watts, Inc.
730 5th Ave.
New York, NY 10019

G. P. Putnam's Sons
200 Madison Ave.
New York, NY 10016

Harcourt Brace Jovanovich, Inc.
757 3rd Ave.
New York, NY 10017

Harper and Row, Publishers, Inc.
10 E. 53rd St.
New York, NY 10022

MacMillan Publishing Co., Inc.
866 3rd Ave.
New York, NY 10022

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*For a more complete listing refer to the following which is an annotated bibliography of children's books in print. Listing is made by classification, by author, by subject, and by title.

Isaacson, Richard H. and Gary L. Bogart (eds). Children's Catalog. 14th Edition, 1981. New York: H.W. Wilson Co., 1981

Paren'ts Magazine Press
685 3rd Ave.
New York, NY 19917

Prentice-Hall, Inc.
Route 9W
Englewood Cliffs, NJ 07632

Random House, Inc.
201 E. 59th St.
New York, NY 10022

Scholastic Book Services
50 W. 44th St.
New York, NY 10036

Scott, Foresman & Co.
1900 E. Lake Ave.
Glenview, ILL 60025

Viking Press, Inc.
625 Madison Ave.
New York, NY 10022

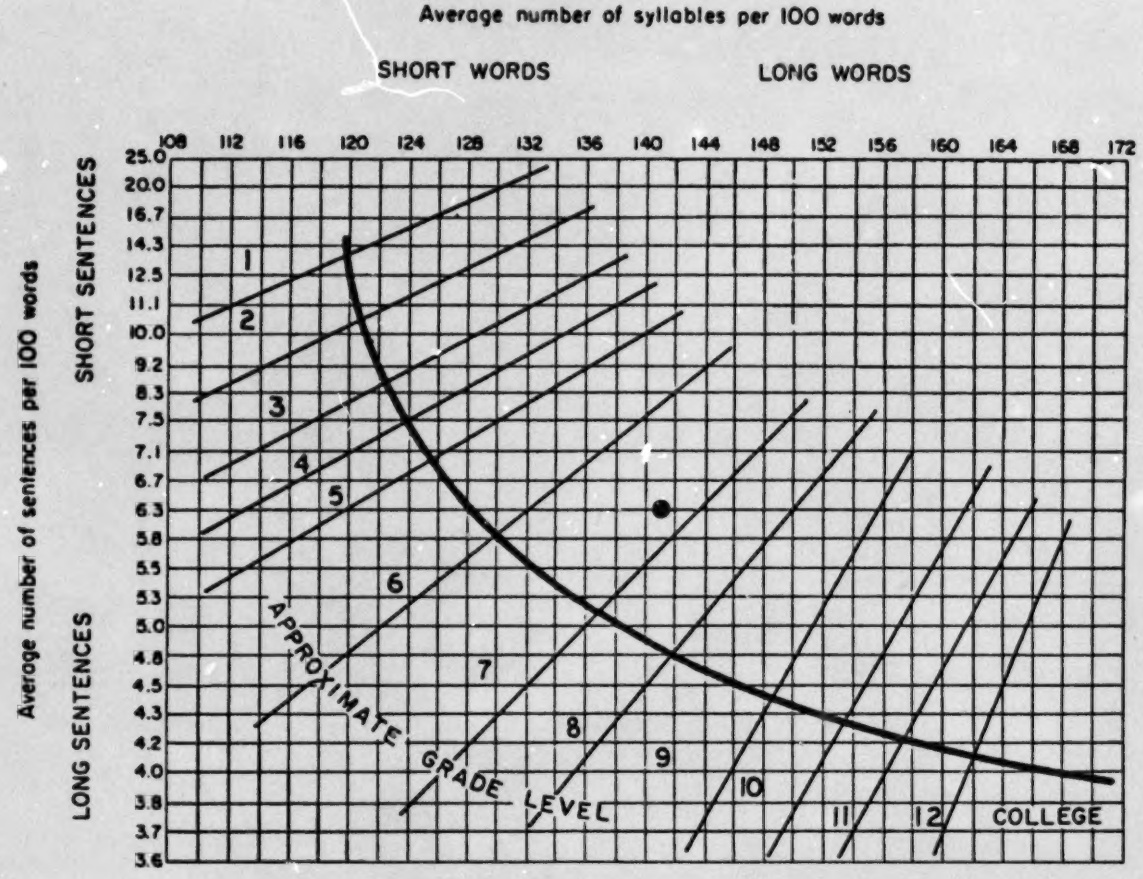
William Morrow and Co., Inc.
105 Madison Ave.
New York, NY 10016

World Book-Childcraft International, Inc.
510 Merchandise Mart Plaza
Chicago, ILL 60654

APPENDIX B

GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center,
New Brunswick, New Jersey



DIRECTIONS: Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

EXAMPLE:

	SYLLABLES	SENTENCES
1st Hundred Words	124	6.6
2nd Hundred Words	141	5.5
3rd Hundred Words	158	6.8
AVERAGE	141	6.3

READABILITY 7th GRADE (see dot plotted on graph)

For further information and validity data, see the April, 1968 Journal of Reading and the March, 1969 Reading Teacher.

APPENDIX C

ANNOTATED BIBLIOGRAPHY
CHILDREN'S BOOKS SUITABLE FOR ADULT READING

Aardema, Velma. Why Mosquitoes Buzz in People's Ears: A West African Folktale. New York: The Dial Press, 1975.

*Readability Level: 6.0. Medium print, sometimes black on white, or white on black. Brightly colored pictures. Some full page pictures. Good story about how rumors get started. Good for adults as well as children. Ethnicity: Black.

Children ages 5-10 could have the story read to them, but older students should enjoy it also. There is nothing about the pictures that is childish.

Aliki. Three Gold Pieces. New York: Pantheon Books, 1967. 28 Pages.

Readability Level: 4.0-5.0. Good story for adults or to be read to children, ages 5-10 or older. Good for all ages above 4 or 5. Very colorful pictures. Medium print. A tale from Greece about a poor man who left his home to seek income to feed his family. He worked for a rich man for several years with the promise of good pay. The rich man gave him three gold pieces and requested them back one at a time for three pieces of advice. The poor man took the advice and lost his gold pieces. But on the way home he heeded the advice and returned home a very rich man.

Beim, Jerrold. Andy and the School Bus. New York: William Morrow and Co., 1947. 46 pages.

Readability Level: high 2.0. Large print. Pictures in gray, black and white with red and green and occasionally flesh tones for skin. The book gives an image of the totally happy initial school experience. The aim of the book is to encourage children to look forward to going to school. About a small boy not old enough for school yet who wanted to ride the school bus. Every morning he would go down to the mailbox and the bus would go right on by him. One morning the bus stopped by him and Andy got on.

Berenstain, Stan and Jan Berenstain. Bears in the Night. New York: Random House, 1971. 30 pages

Readability Level: 1.0. Has prepositional concepts. The book is written in prepositional phrases rather than in sentences. Good for the remedial adult who needs practice in recognizing prepositional phrases and prepositions. Good to read to small children also, ages 4-7. For ESL: use for conversation practice, "What's _____ doing?" "Where is _____?" Answering with a prepositional phrase.

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*All readability estimates were arrived at with the Fry Readability Graph. Fry, Edward A. "A Readability Formula that Saves Time." Journal of Reading, 2 (April 1968), 513-516.

Blue, Rose. I Am Here--Yo Estoy Aqui. New York: Franklin Watts, Inc., 1971. 42 pages.

Readability Level: low 4.0. Ethnicity: Spanish-speaking. Medium print. Black and white drawings with green. Story of a Puerto Rican girl in kindergarten who because she spoke no English was terribly afraid. Because of the presence of a Spanish-speaking teacher, she was made to relax and enjoy school. The book shows that, after a period of fear, one can discover many wonderful things in school. Good for adults who have small children getting ready for school, especially children who speak no English yet. Also good for adults to understand what that child might experience in starting school with a language problem.

Brodsky, Beverly. The Crystal Apple: A Russian Tale. New York: Viking Press, Inc., 1974. 26 pages.

Readability Level: 2.0. Marusha, a peasant girl, receives a crystal apple from her father. She is able to gaze deep into its sparkling depths and view splendorous sights. When the apple is shattered, the distraught Marusha discovers that she possesses her own inner powers of vision. She does not need a crystal apple. Range of appeal could include adults.

Cameron, Polly. A Child's Book of Nonsense. New York: Coward-McCann, Inc., 1960. 23 pages.

The book contains four stories averaging 2.0 readability level.
1. "Three Copy Cats," 8 pages, readability 2.0. Good for Consonant + at pattern.
2. "Three Batty Birds," 5 pages, readability 3.0. Good for consonant + own pattern.
3. "Three Crazy Camels," 3 pages, readability low 2.0. Good for consonant + umps pattern.
4. "A Quail and a Snail," 7 pages, readability 2.0. Good for consonant + all pattern.

Cameron, Polly. I Can;t Said the Ant. New York: Coward-McCann, Inc., 1961. 35 pages.

Readability Level: 1.0-2.0. Red line drawings. Medium print, in green on white pages. A book of simple, yet clever rhymes. The entire story is in rhyme, using items found in a kitchen. Seventy-five items: each item has a sentence in which another word rhymes with it. E.g., "A fine fettle" said the kettle; "Alas" said the glass, etc. Good for rhyming practice. Good for adults as well as children. In the story the ant (a lone ant) is the only one available to rescue the teapot which has fallen and broken its spout. One ant can't do the job, so the ant goes outside the kitchen and brings in a whole army of ants and a spider who together do the job. Also good for reading to a child.

Cats and Kittens. Glenview, ILL: Scott, Foresman & Co., 1971. 15 pages.

Readability level: 1.0. Medium print. This thin paperback book has only sixty-seven words among which are seventy-five syllables. There is a lot of repetition. Twelve pages of very nice black and white photographs of cats and kittens with a few words on each page. There are two pages of color photos of a variety of cats and kittens. A real cat lover would enjoy this book, adult or child.

Charlip, Remy. Where is Everybody? New York: William R. Scott, Publ., 1957. 48 pages.

Readability Level: 1.0. There are only three to four words per page and no story line. Uses simple present tense all the way through. Good for adults for sightreading. It is also good for an ESL adult.

Cole, William, Ed. The Book of Giggles. New York: World Publishing Co., 1959.

Readability Level: mixed. Forty-two poems in large print, limericks, riddles, etc., range from 1.0-3.0 readability level. Many at 1.0 level. Sections on "Limerick Giggles," "Joke Giggles," "Rhyme Giggles," "Nonsense Giggles" (includes riddles). Good for reading to children (ages 5-9), also entertaining for adults. Rhyming.

_____. I Went to the Animal Fair. New York: The World Publishing Co., 1958.

Readability Level: mixed, ranging from 1.0-4.0. Thirty-five short poems about animals. Many of them could be used for adults. Would be entertaining. Good for reading to children also. Rhyming. Printed on pale green paper in black medium print. Pictures are black line drawings. Some very funny and cleverly written poems.

Crews, Donald. Freight Train. New York: Greenwillow Books, 1978. 20 pages.

Readability Level: 1.0. There are fifty-five words in the entire book which represent 78 syllables. Just a few words per page. Large heavy type. The text and illustrations trace the journey of a colorful train as it goes through tunnels, by cities, and over trestles. It would be good for a father or mother to read to a small child. It illustrates the concept of various colors and names of various cars of a train.

_____. Truck. New York: Greenwillow Books, 1980. 30 pages.

Readability level: Pre-primer. Wordless picture book. Hardback, 8" x 10" in size. All kinds of signs that a trucker would know or a prospective trucker should know. Good drawings and colorful. Some two-page formats. Some adults who believe that they can't read probably can read this book since the signs in it are seen on an everyday basis.

_____. We Read: A to Z. New York: Harper and Row, Publ., 1967. 52 pages (26 pages of print, 26 pages of illustrations + front piece).

Readability Level: 1.0. Each letter is accompanied by colorful, well-designed illustrations and is used to introduce a concept. Word concepts include horizontal, vertical, whole, and zigzag. Concepts such as nothing, extra, right, vertical with a few brief words then a full page of geometrical illustrations. Good for ESL also since many of these concepts are difficult for non-native speakers of English to learn. Recommended for children ages 4-8. Good for adults learning to match words with concepts.

Domanska, Janina. What do You See? New York: MacMillan Publishing Co., 1974. 30 pages.

Readability Level: 2.0. This picture book explores the world from various points of view: from the frog, the spider, the fly, the bat who all say the world is "wet" or "dry" or "dark" or "green." A picture book appealing to even very young children. Would be effective to read to early and pre-readers. Print is large. Would be good for beginning readers. Very few two-syllable words, but longer sentences. Probably the beginning adult reader could read this or 1.0 level at least.

Ets, Marie Hall. Bad Boy, Good Boy. New York: Thomas Y. Crowell Co., 1967. 50 pages.

Readability Level: 4.0. Roberto does things which adults call "bad" because he doesn't speak or understand English. He also does "bad" things because he is curious. Roberto is a pre-schooler always getting into trouble. He is sent to a day care center because his mother has left the family. Fearful and unprepared for the routines imposed upon him and lacking fluency in English, he tried to run away and go home, but a teacher hooks the door. Roberto's problems clear up as he slowly grows accustomed to the center and when the teachers are able to stimulate his agile mind, he learns English and many new concepts. Encouraged by his new skills, he composes a letter to his mother urging her to come home, which she does. He suddenly becomes a "good" boy when his father discovers that he can write a little English.

Medium print. Good for adults who may need to understand the confusion of the child who can't speak English but who is thrust into the English-speaking community.

Farber, Norma. How Does it Feel to be Old? (Illustrated by Trina Schact Hyman.) New York: E.P. Button, 1979 (A Unicorn Book). 26 pages.

Readability Level: 1.0. Medium print. Thirteen pages with print; other pages are full page pictures in black, gray, and

sepia on off-white. The book is a dialogue, in poetic format, between an elderly woman and a little girl: the child asking the questions and the woman answering. It is written from the point of view of the older person. It talks about loneliness and love, about the past and the present, about hope and memory linking the relationship of a lonely old woman and a child.

_____. Where's Gomar? New York: E.P. Dutton & Co., Inc., 1974. 26 pages.

Readability Level: 2.0. Medium print. A "take-off" on Noah's Ark. Cute story in prose form. Gomer is Noah's favorite grandson and he is missing as the ark sails. All is resolved happily at the end of the story when the ark lands on Mt. Ararat. There is Gomer safely delivered by a dolphin. Good for someone who knows the story of the ark from the Bible and enjoys Bible stories. Might also know some of the names from the Old Testament story already. Interesting pictures of lots of different animals. Interesting story for all ages but especially for children, ages 5-10.

Fisher, Aileen. Going Barefoot. New York: Thomas Y. Crowell Co., 1960. 30 pages.

Readability Level: 2.0 probably. Poetic format is difficult to estimate because of the lack of punctuation. Medium print. Eighteen pages with print, the remainder are full-page pictures in bright to pastel colors. Sketch-type pictures. This is the story of the child who wants to go barefoot but can't because it isn't June yet. He talks about all the animals who go barefoot through the winter but he can't. Would be good for an adult who likes to reminisce..

_____. Like Nothing at All. New York: Thomas Y. Crowell, 1962. 34 pages (17 pages of print).

Readability Level: 1.0-2.0. Medium print. Illustrations are in brown tones, pale green on light green (greenish white). In poetic format, the book follows someone walking through the countryside—across the fields and through the woods—through each season of the year. It colorfully describes the changes in the fields and woods due to the changes in the seasons along with the feelings of the person seeing it all. Someone from the rural areas would probably enjoy this book, perhaps an older person.

_____. Where Does Everyone Go? New York: Thomas Y. Crowell Co., 1961. 30 pages (22 in print).

Readability Level: 4.0. Pictures in fall colors and black and white. Poetry. Good for someone from the Midwest, Northeast, or North where there are four seasons. All about the hibernation

and migration of animals in Fall and Winter. The small boy in the book learns that some animals go south, others burrow, and still others struggle in their dens.

Garelick, May. Down to the Beach. New York: Four Winds Press, 1973. 43 pages.

Readability Level: 3.0. Lovely bright colored pictures. Medium print. Pictures all involve children. Some involve families. Reading would be good for adults who live along the ocean. Non-rhyming poetry form. A thorough discussion of what happens at the beach. Would be a good book for someone taking a trip to the beach.

_____. Look at the Moon. (Illustrated by Leonard Weisgard.) Young Scott Books, 28 pages.

Readability Level: 2.0 probably. Medium print, white on dark blue. Drawings are in dark blue, black, green, white on dark blue. In poetic form and tells the story of how the moon shines on various things: on the cat prowling, "silvering" the woods and streams, on the animals which are night animals, on the city which doesn't need it, on the ocean creating a path, across the sea on the jungles, in the cold regions of the world, Australia, and everywhere: for the moon lover!

Greenfield, Eloise. Honey, I Love: and Other Love Poems. (Pictures by Diane and Leo Dillon.) New York: Thomas Y. Crowell Co., 1978. 40 pages.

Readability Level: 1.0. Ethnicity: Black. Medium print. Reddish brown abstract illustrations with black and white illustrations of a child, usually a girl. The book contains poetry about the experiences of a black child. Many short poems on one page. Seemingly oriented toward a girl between the ages of five and ten. No punctuation. Would be good for an adult to read and reminisce or to read to a child. The book uses some Black dialect but mostly uses standard dialect.

Grimes, Nikki. Something on My Mind. New York: The Dial Press, 1978. 28 pages.

Readability Level: 2.0-3.0. Ethnicity: Black. Medium print. Pictures in sepia tone. Good book of poetry about the experiences of a Black child. Uses some Black English, but not phonology. It would be better for adults to read than for them to read to children. Probably not good for the small child. Perhaps ages 7-12.

Hoban, Tana. Push, Pull, Empty, Full: A Book of Opposites. New York: Macmillan Publishing Co., Inc., 1972. 30 pages.

Readability Level: 1.0. Good sightword approach with pictures. Good for adults. Each two pages illustrate through black and white photographs opposites such as push/pull, empty/full, wet/dry, in/out, up/down, thick/thin, whole/broken, front/back, big/little, first/last, many/few, heavy/light, together/apart, left/right, day/night: one word per page with its oppsite on the opposing page. Good for prediction of words from pictures then using the phonology to predict the word given. Also good for ESL adults learning English concepts.

Huntington, Harriet E. Let's Go Outdoors. New York: Doubleday and Co., Inc., 1939. 88 pages.

Readability Level: 2.0. Sepia tone picture book with pictures on right, print on left. Very large print. About insect life outside. Factual, nonfiction. Concepts given for sixteen small creatures.

Karama, Fufuka. My Daddy is a Cool Dude and Other Poems. New York: The Dial Press, 1975.

Readability Level: mixed; ranges from 2.0-5.0. Good poems. Good for adults as well as children. Uses Black jargon and grammar as well as cultural concepts. Ethnicity: Black.

Kessler, Leonard. Here Comes the Stike Out. New York: Harper and Row, Publishers, 1965.

Readability Level: 1.0. Introduces baseball words: bat, strike out, hit, home plate, run, base, pitch, pitcher, runner, base hit, shortstop, out, inning, baseball, fly, struck out, fast ball. It is a story about a small boy who always strikes out and how he learns to hit the ball. Good for a father who likes baseball and wants to read to his son.

_____. Kick, Pass, and Run (A Sports I Can Read Book). New York: Harper and Row, 1966. 64 pages.

Readability Level: 1.0. Introduces football words: goal posts, end zone, yard lines, football field, kickoff, huddle, forward pass, tackle, etc. Pictures in green, brown, and black. Involves animals: rabbit, duck, cat, dog, owl, frog, tutle, and a boy. The boy has kicked the ball into the woods and the animals are trying to figure out what it is when the boy comes to find it. The animals all follow the boy back onto the football field and watch, trying to find out how to play the game. The animals are so thrilled with the game that they decide to play their own football game with an apple. The frog caught and ate the apple. They next use a paper bag. The bag bursts when the duck trys to kick it. Pretty soon the real football comes flying through the air and the cat catches it and runs to make a touchdown just as the boy

They next use a paper bag. The bag bursts when the duck tries to kick it. Pretty soon the real football comes flying through the air and the cat catches it and runs to make a touchdown just as the boy comes running through the woods looking for it. The animals drop the ball and run and hide. The boy wonders how the ball got so far into the woods. Good for a father who likes football and sports and wants to read to his son.

Krasilovsky, Phyllis. The Very Little Girl. Garden City, New York: Doubleday and Co., Inc., 1953. 30 pages.

Readability Level: 3.0. Medium print. Pictures in green, pink and black. Good for small children ages 3-5. Story of a little, little girl who gradually found herself growing until she outgrew her special chair, bed, etc. For the ESL adult/child, the story makes good use of comparatives: e.g., bigger than..., etc.

Kuskin, Karla. All Sizes of Noises. New York: Harper and Row, 1962. 30 pages.

Readability Level: 2.0. Very large print, simple pictures in turquoise, green, black. Presents noises phonetically. Rhyming. Presents the noises of a day's time. The alarm clock, brushing teeth, washing, downtown, playing, etc. The strength of a particular sound is denoted by varying the letter size which announces the sound. The concept of "roar" is presented as "ROAR."

The phonetic reproduction of noises would be good for adults or children to try and reproduce for phonics training. Good for reading to children ages 4-8.

Livingston, Myra Cohn. A Crazy Flight and Other Poems. New York: Harcourt, Brace and World, Inc., 1969. 48 pages.

Readability Level: mixed; most words are one-syllable with some two-syllable and a few three-syllable. It is difficult to estimate the readability of poetry. Medium to small print, black on white, very few illustrations. Some of the poems are oriented toward someone who lives in California. Several of the poems would be good for an adult.

_____. The Malibu and Other Poems. (Illustrated by James J. Spanfelter.) New York: Atheneum, 1972. 44 pages.

Readability Level: mixed; majority of the poems have one-syllable words with only a few scattered two-syllable words. Many of the poems are good for reminiscing the experiences of childhood. Many are written from the point of view of the child. Others are good for adults: "Driving," "Only a Little Litter," "Hear This," "Pandora," "Theme and Variation," "A Book,"

"Sycamore," "Not Mine,"—to name a few. There are several others which adults would find interesting. Many are oriented toward California and the West Coast.

_____. The Ways Things are and Other Poems. New York: Atheneum Publishers, 1974. 40 pages

Readability Level: mixed. Only selected poems are on the "easy" level. "Poor," p. 29—1.0; "Fantasy for Jennie," p. 28—1.0-2.0. The entire book is good for adults as well as children, but care must be taken to determine the readability level of each poem before using it.

McGovern, Ann. Black is Beautiful. New York: Four Winds Press, 1969.

Readability Level: 1.0. Black and white photographs depict the importance and use of black in daily life. Black might be a horse running free, a stormy sky, wet stones and shells, bare trees in winter snow, one's shadow or a road paved with tar. Most humans featured are Black: children and adults. Good for adults as well as children. Ethnicity: Black.

Piatti, Celestino. The Happy Owls. New York: Atheneum, 1964. 27 pages.

Readability Level: low 6.0. Large print; large bright pictures. Only a few words on each page. Large pictures on every other page. Good story for adults. The two owls who live in the woods seemed so happy that the barnyard fowl who always seemed to be fighting and unhappy wanted to know what made them so happy. The peacock went to ask. The owls told the whole group that they appreciated nature and what was around them. The barnyard fowl turned in disgust and went back to their fighting and easy life. Legend which seems to say that this is the way of the world.

Rockwell, Harlow. My Doctor. New York: Macmillan Publishing Co., Inc. 1973. 20 pages.

Readability Level: 2.0. Very large print. Less than 25 words on any one page. Large colorful pictures. Many words are important to adults for sight words in their everyday lives, words having to do with medicine and the doctor.

Simon, Norma. What do I do?
What do I say?
Chicago: Albert Whitman and Co., 1969. 37 pages each book.

Readability Level (English): 1.0. These are two separate books written in both English and Spanish. The child presents a problem, asks "What do I do?" (or "What do I say?") then gives solution. Large print. Brightly colored pictures. Some black and white pictures. Good for Spanish-speaking adults who often do not read

Spanish let alone English. Good for Spanish-speaking adults with small children who are learning to read and speak English.

Smith, William Jay. Typewriter Town. New York: E.P. Dutton & Co., Inc., 1960. 32 pages. Poetry.

Readability Level: ranging from 2.0-4.0. Pictures are created with the various characters on the typewriter then decorated with splashes of color. Uses many common everyday words. Some poems can be read to children, some for adults, and some for both.

Sobol, Harriet Langsam. My Brother Steven is Retarded. New York: Macmillan Publishing Co., Inc., 1977. 26 pages.

Readability Level: 5.0. Medium print. Very little on a page. Some pages no print at all. Black and white photographs on almost every page. An eleven-year-old talks frankly about her older, mentally retarded brother. Her ambivalent feelings toward him are expressed simply, yet we feel her affection for him. Lends itself to a discussion of handicapped children and their families, since it focuses on the sister's feelings. Good for the adult who has a retarded child or good for the adult with another child who doesn't understand the retarded child situation.

Spilka, Arnold. A Lion I Can do Without. New York: Henry Z. Walck, Inc., 1964.

Readability Level: 1.0-3.0. A book of twenty-two short poems with mixed difficulty. Some would be good for adults (Poems 1, 3, 4, 8, 10, 11, 13, 14, 15, 17). Others for reading to children (2, 5, 6, 7, 8, 10, 11, 12, 15, 16, 17, 18, 19, 20). Some are suitable for both.

Udry, Janice May. The Moon Jumpers. New York: Harper and Row, Publishers, 1959. 28 pages.

Readability Level: 2.0. Medium print. Pictures full page in color: two-page spread every other page. A story which should cause many adults, especially from small towns and the country, to reminisce how it was to go outside and play in the dark after supper and watch the stars come out and the moon come up. A lovely description.

Wilbur, Richard. Opposites. New York: Harcourt Brace Jovanovich, Inc., 1973.

Readability Level: mixed. Several poems in this collection are not of a suitable reading level for beginning adult readers, but the following are: Poems 1, 2, 14, 18, 25, 29, 36, 39. These should be copied on single sheets of paper and laminated. Each poem incorporates an opposite which cleverly defines the word and sometimes offers an opposite which reveals a different meaning for a multi-meaning word. Good for vocabulary study. Good for the concept of "opposite" for an ESL student.